

## Fremont 1 Principal Evaluation Crosswalk to the Wyoming Education Leader Standards

To demonstrate alignment to the *Wyoming Education Leader Standards*, a system must 1) demonstrate alignment to a majority of the elements within each standard, 2) be aligned to Standard I (*Clear and Consistent Focus on Maximizing the Learning and Growth of All Students*), and 3) align to **five** of the **six** remaining standards. Based upon this crosswalk, the *Fremont 1 Principal Evaluation* demonstrated alignment to **seven** of the **seven** *Wyoming Education Leader Standards*. Using these criteria, the review team concluded that the *Fremont 1 Principal Evaluation* is **aligned to the Wyoming Education Leader Standards**. Please see Table 1 for an overview of the crosswalk and Table 2 for details of the crosswalk between the *Fremont 1 Principal Evaluation* and the *Wyoming Education Leader Standards*.

**Table 1. Crosswalk Overview**

Standard	Number of Elements Aligned	Standard Aligned/Not Aligned
<b>Standard 1</b>	8/8	Aligned
<b>Standard 2</b>	5/6	Aligned
<b>Standard 3</b>	5/7	Aligned
<b>Standard 4</b>	4/4	Aligned
<b>Standard 5</b>	6/6	Aligned
<b>Standard 6</b>	3/4	Aligned
<b>Standard 7</b>	4/5	Aligned

**Table 2. Detailed Fremont 1 Principal Evaluation Model Crosswalk to Wyoming Education Leader Standards**

Wyoming Education Leader Standards	Fremont #1 Principal Evaluation 2011
<i>Standard 1 - Clear and consistent focus on maximizing the learning and growth of all students</i>	<i>Standard 1 – The Vision of Learning</i> <i>Standard 2 – The Culture of Teaching and Learning</i> <i>Standard 3 – The Management of Learning</i> <i>Standard 4 – Relationships with the Broader Community to Foster Learning</i>
Key Element A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programming.	Standard 1: The Vision of Learning: (c) The school leader consistently and effectively links most instructional plans and/or

	strategies to the vision of the school and uses student assessment data to inform teaching and learning decisions.
Key Element B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.	<p>Standard 1: The Vision of Learning: (c) The school leader consistently and effectively links most instructional plans and/or strategies to the vision of the school and uses student assessment data to inform teaching and learning decisions.</p> <p>Standard 2: The Culture of Teaching and Learning: (f) The school leader shows a consistent record of student learning gains in all groups, including student groups with historically proficient performance. Multiple measures of performance reveal these learning gains. The school leader makes explicit use of data to create a climate focused upon growing learning.</p>
Key Element C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.	<p>Standard 1: The Vision of Learning: (d) The school leader consistently and effectively: ● creates a system to monitor teacher performance and student learning throughout the year; ● demonstrates adequate understanding of what teaching strategies support increased student learning and progress toward the vision.</p> <p>Standard 2: The Culture of Teaching and Learning: (d) The school leader consistently and effectively: ● has developed a structured, collective instructional planning process that uses student achievement data to coordinate specific instructional initiatives toward overall goals of student achievement; ● establishes structures for evaluation of student performance that are based on multiple sources of data including student self-evaluation and reflection.</p> <p>Standard 3: The Management of Learning: (a) The school leader clearly and consistently demonstrates knowledge and use of learning, teaching, assessment and student development to inform management decisions to support teaching and learning. The</p>

	<p>school leader uses data from a variety of sources when making decisions. (note: the other part of this element is – Administrator works collaboratively with staff to create and manage a plan to attract, support, and develop professional staff focused on the needs of the School Action Plan.)</p>
<p>Key Element D. Ensure a system of accountability for students’ academic success and career readiness.</p>	<p>Standard 1: The Vision of Learning: (c) The school leader consistently and effectively links most instructional plans and/or strategies to the vision of the school and uses student assessment data to inform teaching and learning decisions.</p> <p>Standard 1: The Vision of Learning: (d) The school leader consistently and effectively: ● creates a system to monitor teacher performance and student learning throughout the year; ● demonstrates adequate understanding of what teaching strategies support increased student learning and progress toward the vision.</p> <p>Standard 2: The Culture of Teaching and Learning: (a) The school leader consistently and effectively: ● knows and hold teachers accountable for knowing and applying principles of effective instruction in teaching students; ● has a working knowledge of district’s curriculum design, implementation, evaluation and refinement; ● supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year; ● protects the teaching and learning process from issues that distract from instruction and student learning; ● participates in some learning activities with teachers and students as a learning leader.</p>
<p>Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.</p>	<p>Standard 1: The Vision of Learning: (d) The school leader consistently and effectively: ● creates a system to monitor teacher performance and student learning throughout the year; ● demonstrates adequate understanding of what teaching strategies</p>

	<p>support increased student learning and progress toward the vision.</p> <p>Standard 2: The Culture of Teaching and Learning: (d) The school leader consistently and effectively: ● has developed a structured, collective instructional planning process that uses student achievement data to coordinate specific instructional initiatives toward overall goals of student achievement; ● establishes structures for evaluation of student performance that are based on multiple sources of data including student self-evaluation and reflection.</p> <p>Standard 4: Relationships with the Broader Community to Foster Learning: (a) The school leader consistently and effectively assesses the needs of the community and uses resulting data to foster learning and improve student achievement.</p>
<p>Key Element F. Lead the implementation of a high-quality student support and assessment system.</p>	<p>Standard 1: The Vision of Learning: (c) The school leader consistently and effectively links most instructional plans and/or strategies to the vision of the school and uses student assessment data to inform teaching and learning decisions.</p> <p>Standard 2: The Culture of Teaching and Learning: (c) The school leader consistently and effectively: ● develops and monitors teacher use of differentiated instructional practices to address individual student needs; ● promotes school culture that is sensitive to all students; ● identifies and removes barriers to learning that are insensitive to the needs of the diverse student population; ● facilitates the creation of a comprehensive instructional program for all students.</p> <p>Standard 2: The Culture of Teaching and Learning: (d) The school leader consistently and effectively: ● has developed a structured, collective instructional planning process that uses student</p>

	<p>achievement data to coordinate specific instructional initiatives toward overall goals of student achievement; ● establishes structures for evaluation of student performance that are based on multiple sources of data including student self-evaluation and reflection.</p> <p>Standard 2: The Culture of Teaching and Learning: (f) The school leader believes all students can learn. The school leader accepts responsibility for student learning. Students, including historically disadvantaged students, consistently meet learning targets and/or show consistent gains in learning.</p>
Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students.	<p>Standard 2: The Culture of Teaching and Learning: (c) The school leader consistently and effectively: ● develops and monitors teacher use of differentiated instructional practices to address individual student needs; ● promotes school culture that is sensitive to all students; ● identifies and removes barriers to learning that are insensitive to the needs of the diverse student population; ● facilitates the creation of a comprehensive instructional program for all students.</p> <p>Standard 2: The Culture of Teaching and Learning: (f) The school leader believes all students can learn. The school leader accepts responsibility for student learning. Students, including historically disadvantaged students, consistently meet learning targets and/or show consistent gains in learning.</p> <p>Standard 4: Relationships with the Broader Community to Foster Learning: (d) The school leader consistently and effectively holds teachers accountable to address cultural diversity, differentiated instruction, learning modalities, and developmentally appropriate resource materials.</p>
Key Element H. Work with staff to evaluate and use data to improve student achievement.	<p>Standard 2: The Culture of Teaching and Learning: (d) The school leader consistently and effectively: ● has developed a structured,</p>

	<p>collective instructional planning process that uses student achievement data to coordinate specific instructional initiatives toward overall goals of student achievement; ● establishes structures for evaluation of student performance that are based on multiple sources of data including student self-evaluation and reflection.</p>
<b>Standard 2 - Instructional and Assessment Leadership</b>	<p><b>Standard 1 – The Vision of Learning</b>  <b>Standard 2 – The Culture of Teaching and Learning</b>  <b>Standard 4 – Relationships with the Broader Community to Foster Learning</b></p>
<p>Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.</p>	<p>Standard 1: The Vision of Learning: (c) The school leader consistently and effectively links most instructional plans and/or strategies to the vision of the school and uses student assessment data to inform teaching and learning decisions.</p> <p>Standard 2: The Culture of Teaching and Learning: (c) The school leader consistently and effectively: ● develops and monitors teacher use of differentiated instructional practices to address individual student needs; ● promotes school culture that is sensitive to all students; ● identifies and removes barriers to learning that are insensitive to the needs of the diverse student population; ● facilitates the creation of a comprehensive instructional program for all students.</p> <p>Standard 2: The Culture of Teaching and Learning: (d) The school leader consistently and effectively: ● has developed a structured, collective instructional planning process that uses student achievement data to coordinate specific instructional initiatives toward overall goals of student achievement; ● establishes structures for evaluation of student performance that are based on multiple sources of data including student self-evaluation and reflection.</p>

Key Element B. Work collaboratively to implement a common instructional framework that: Aligns curriculum with teaching, assessment, and learning AND Guides teacher conversation, practice, observation, evaluation, and feedback.

Standard 1: The Vision of Learning: (c) The school leader consistently and effectively links most instructional plans and/or strategies to the vision of the school and uses student assessment data to inform teaching and learning decisions.

Standard 1: The Vision of Learning: (d) The school leader consistently and effectively: ● creates a system to monitor teacher performance and student learning throughout the school year, ● demonstrates adequate understanding of what teaching strategies support increased student learning and progress toward the vision.

Standard 2: The Culture of Teaching and Learning: (c) The school leader consistently and effectively: ● develops and monitors teacher use of differentiated instructional practices to address individual student needs; ● promotes school culture that is sensitive to all students; ● identifies and removes barriers to learning that are insensitive to the needs of the diverse student population; ● facilitates the creation of a comprehensive instructional program for all students.

Standard 2: The Culture of Teaching and Learning: (d) The school leader consistently and effectively: ● has developed a structured, collective instructional planning process that uses student achievement data to coordinate specific instructional initiatives toward overall goals of student achievement; ● establishes structures for evaluation of student performance that are based on multiple sources of data including student self-evaluation and reflection.

Standard 2: The Culture of Teaching and Learning: (e) The school leader effectively established/ implemented an effective process for teaching assessment based on evidence compared to valid

	teaching standards,that promotes teacher learning and accurately identifies teaching strengths and areas in need of focus.
Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction.	<p>Standard 1: The Vision of Learning: (d) The school leader consistently and effectively: ● creates a system to monitor teacher performance and student learning throughout the year; ● demonstrates adequate understanding of what teaching strategies support increased student learning and progress toward the vision.</p> <p>Standard 2: The Culture of Teaching and Learning: (c) The school leader consistently and effectively: ● develops and monitors teacher use of differentiated instructional practices to address individual student needs; ● promotes school culture that is sensitive to all students; ● identifies and removes barriers to learning that are insensitive to the needs of the diverse student population; ● facilitates the creation of a comprehensive instructional program for all students.</p>
Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.	<p>Standard 2: The Culture of Teaching and Learning: (c) The school leader consistently and effectively: ● develops and monitors teacher use of differentiated instructional practices to address individual student needs; ● promotes school culture that is sensitive to all students; ● identifies and removes barriers to learning that are insensitive to the needs of the diverse student population; ● facilitates the creation of a comprehensive instructional program for all students.</p> <p>Standard 4: Relationships with the Broader Community to Foster Learning: (d) The school leader consistently and effectively holds teachers accountable to address cultural diversity, differentiated instruction, learning modalities, and developmentally appropriate resource materials.</p>
Key Element E. Promote the effective uses of technology to support teaching and learning.	<b>No Alignment</b>



Key Element F. Ensure the use of formative assessment data to inform instruction.	<p>Standard 1: The Vision of Learning: (c) The school leader consistently and effectively links most instructional plans and/or strategies to the vision of the school and uses student assessment data to inform teaching and learning decisions.</p> <p>Standard 1: The Vision of Learning: (d) The school leader consistently and effectively: ● creates a system to monitor teacher performance and student learning throughout the year; ● demonstrates adequate understanding of what teaching strategies support increased student learning and progress toward the vision.</p>
<b><i>Standard 3 - Developing and Supporting a Learning Organization</i></b>	<p><b><i>Standard 1 – The Vision of Learning</i></b></p> <p><b><i>Standard 2 – Culture of Teaching and Learning</i></b></p> <p><b><i>Standard 3 – The Management of Learning</i></b></p>
Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.	<p>Standard 2: The Culture of Teaching and Learning: (e) The school leader effectively established/ implemented an effective process for teaching assessment based on evidence compared to valid teaching standards, that promotes teacher learning and accurately identifies teaching strengths and areas in need of focus.</p> <p>Standard 3: The Management of Learning: (a) The school leader clearly and consistently demonstrates knowledge and use of learning, teaching, assess and student development to inform management decisions to support teaching and learning. The school leader uses data from a variety of sources when making decisions. ● Administrator works collaboratively with staff to create and manage a plan to attract, support, and develop professional staff focused on the needs of the School Action Plan.</p>
Key Element B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.	Standard 2: The Culture of Teaching and Learning: (a) To an exceptionally effective degree the school leader: • Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students • Has a working knowledge of district’s curriculum design, implementation,

	<p>evaluation and refinement • Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year • Protects the teaching and learning process from issues that distract from instruction and student learning • Regularly participates in learning activities with teachers and students as a learning leader.</p> <p>Standard 2: The Culture of Teaching and Learning: (e) The school leader established/ implemented an effective process for teaching assessment based on evidence compared to valid teaching standards, that promotes consistent teacher learning and accurately identifies teaching strengths and areas in need of focus.</p>
Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.	<p>Standard 3: The Management of Learning: (c) The school leader consistently and effectively develops collaborative ways to obtain and equitably allocate and conserve resources to support teaching and learning.</p>
Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.	<p>Standard 1: The Vision of Learning: (c) The school leader consistently and effectively links most instructional plans and/or strategies to the vision of the school and uses student assessment data to inform teaching and learning decisions.</p> <p>Standard 2: The Culture of Teaching and Learning: (a) The school leader consistently and effectively: ● knows and hold teachers accountable for knowing and applying principles of effective instruction in teaching students; ● has a working knowledge of district's curriculum design, implementation, evaluation and refinement; ● supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year; ● protects the teaching and learning process from issues that distract from instruction and student learning; ● participates in some learning activities with teachers and students as a learning leader.</p>

Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.	<p>Standard 2: The Culture of Teaching and Learning: (b) The school leader permits diverse viewpoints while focusing on the evaluation of the school's mission.</p> <p>Standard 2: The Culture of Teaching and Learning: (d) The school leader consistently and effectively: ● has developed a structured, collective instructional planning process that uses student achievement data to coordinate specific instructional initiatives toward overall goals of student achievement; ● establishes structures for evaluation of student performance that are based on multiple sources of data including student self-evaluation and reflection.</p>
Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.	<b>No Alignment</b>
Key Element G. Facilitate high functioning groups of faculty and staff.	<b>No Alignment</b>
<b>Standard 4 - Vision, Mission, and Culture</b>	<p><b>Standard 1 - The Vision of Learning</b></p> <p><b>Standard 2 - The Culture of Teaching and Learning</b></p> <p><b>Standard 3 - The Management of Learning</b></p> <p><b>Standard 4 - Relationships with the Broader Community to Foster Learning</b></p> <p><b>Standard 5 - Integrity, Fairness and Ethics in Learning</b></p> <p><b>Standard 6 - The Context of Learning</b></p>
Key Element A. Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.	<p>Standard 1: The Vision of Learning: (b) Communication of the vision by the school leader consistently and effectively focuses on teaching and its impact on learning and student success.</p> <p>Standard 1: The Vision of Learning: (c) The school leader consistently and effectively links most instructional plans and/ or strategies to the vision of the school and uses student assessment data to inform teaching and learning decisions.</p>

	<p>Standard 4: Relationships with the Broader Community to Foster Learning: (a) The school leader consistently and effectively assesses the needs of the community and uses resulting data to foster learning and improve student achievement.</p> <p>Standard 4: Relationships with the Broader Community to Foster Learning: (b) The school leader consistently and effectively establishes solid, ongoing partnership with parents, community groups and organizations that strengthen school programs and support the success of the teaching and learning process.</p> <p>Standard 6: The Context of Learning: (b) The school leader consistently and effectively: ● identifies external forces that may challenge or support the district vision, instructional programs or school achievement; ● honestly communicates the information to the staff and diverse community groups in a readily accessible and timely way; ● deals with these forces in ways that enhance desirable outcomes for student learning.</p> <p>Standard 6: The Context of Learning: (d) The school leader consistently and effectively has established communication with community partners and other decision makers outside the school concerning the efforts of teachers and students and how these decision makers can effectively influence and support instruction and student performance.</p>
<p>Key Element B. Articulate, advocate, and cultivate core values that define the school's and district's culture .</p>	<p>Standard 1: The Vision of Learning: (a) The school leader consistently and effectively embraces and embeds the district's vision in many educational programs, plans, activities, and actions.</p> <p>Standard 1: The Vision of Learning: (b) Communication of the vision by the school leader consistently and effectively focuses on teaching and its impact on learning and student success.</p>

Standard 2: The Culture of Teaching and Learning: (a) The school leader consistently and effectively: ● knows and hold teachers accountable for knowing and applying principles of effective instruction in teaching students; ● has a working knowledge of district's curriculum design, implementation, evaluation and refinement; ● supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year; ● protects the teaching and learning process from issues that distract from instruction and student learning; ● participates in some learning activities with teachers and students as a learning leader.

Standard 2: The Culture of Teaching and Learning: (c) To an exceptionally effective degree the school leader: • Develops and monitors teacher use of differentiated instructional practices to address individual student needs • Promotes school that is culturally sensitive to all students • Identifies and removes barriers to learning that are insensitive to the needs of the diverse student population • Facilitates the creation of a comprehensive instructional program for all students.

Standard 2: The Culture of Teaching and Learning: (f) The school leader believes all students can learn. The school leader accepts responsibility for student learning. Students, including historically disadvantaged students, consistently meet learning targets and/or show consistent gains in learning.

Standard 3: The Management of Learning: (d) To an exceptionally effective degree the school leader collaborates with the community to create an environment that promotes a safe and conducive learning environment for all.

	<p>Standard 4: Relationships with the Broader Community to Foster Learning: (d) The school leader consistently and effectively holds teachers accountable to address cultural diversity, differentiated instruction, learning modalities, and developmentally appropriate resource materials.</p>
<p>Key Element C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.</p>	<p>Standard 3: The Management of Learning: (d) There is clear evidence that the school leader collaborates with the community to create an environment that promotes a safe and conducive learning environment for all.</p> <p>Standard 4: Relationships with the Broader Community to Foster Learning: (d) The school leader consistently and effectively holds teachers accountable to address cultural diversity, differentiated instruction, learning modalities, and developmentally appropriate resource materials.</p> <p>Standard 5: Integrity, Fairness, and Ethics in Learning: (c) The school leader consistently and effectively creates and supports rules and routines that respect and protect the rights of all teachers, students, and parents; and actively supports the rights and dignity of all.</p>
<p>Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.</p>	<p>Standard 4: Relationships with the Broader Community to Foster Learning: (a) The school leader consistently and effectively assesses the needs of the community and uses resulting data to foster learning and improve student achievement.</p> <p>Standard 4: Relationships with the Broader Community to Foster Learning: (c) The school leader consistently and effectively fosters relationships between and among a variety of community groups (e.g., youth and family service agencies, cultural groups) and school programs to improve teaching and learning.</p>

	<p>Standard 6: The Context of Learning: (a) The school leader consistently and effectively is in a collaborative relationship with families and community partners, respects the challenges faced by students and families, and uses that knowledge as a part of an on-going process to improve teaching and learning.</p> <p>Standard 6: The Context of Learning: (b) The school leader consistently and effectively: ● identifies external forces that may challenge or support the district vision, instructional programs or school achievement; ● honestly communicates the information to the staff and diverse community groups in a readily accessible and timely way; ● deals with these forces in ways that enhance desirable outcomes for student learning.</p> <p>Standard 6: The Context of Learning: (d) The school leader consistently and effectively has established communication with community partners and other decision makers outside the school concerning the efforts of teachers and students and how these decision makers can effectively influence and support instruction and student performance.</p>
<b><i>Standard 5 - Efficient and Effective Management</i></b>	<p><b><i>Standard 1 – The Vision of Learning</i></b></p> <p><b><i>Standard 2 – The Culture of Teaching and Learning</i></b></p> <p><b><i>Standard 3 – The Management of Learning</i></b></p> <p><b><i>Standard 4 – Relationships with the Broader Community to Foster Learning</i></b></p> <p><b><i>Standard 5 – Integrity, Fairness and Ethics in Learning</i></b></p> <p><b><i>Standard 6 – The Context of Learning</i></b></p>
Key Element A. Recruit, hire, support, develop, and retain effective teachers and other professional staff and form them into an effective team.	<p>Standard 2: The Culture of Teaching and Learning: (a) The school leader consistently and effectively: ● knows and hold teachers accountable for knowing and applying principles of effective instruction in teaching students; ● has a working knowledge of district’s curriculum design, implementation, evaluation and refinement; ● supports the achievement of all students and staff</p>

	<p>and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year; ● protects the teaching and learning process from issues that distract from instruction and student learning; ● participates in some learning activities with teachers and students as a learning leader.</p> <p>Standard 2: The Culture of Teaching and Learning: (e) The school leader effectively established/ implemented an effective process for teaching assessment based on evidence compared to valid teaching standards, that promotes teacher learning and accurately identifies teaching strengths and areas in need of focus.</p> <p>Standard 3: The Management of Learning: (a) The school leader clearly and consistently demonstrates knowledge and use of learning, teaching, assess and student development to inform management decisions to support teaching and learning. The school leader uses data from a variety of sources when making decisions. ● Administrator works collaboratively with staff to create and manage a plan to attract, support, and develop professional staff focused on the needs of the School Action Plan.</p>
<p>Key Element B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.</p>	<p>Standard 3: The Management of Learning: (b) The school leader consistently and effectively studies and applies school data and combines it with educational research to facilitate the development of school procedures with all stakeholders that effectively supports teaching and learning.</p> <p>Standard 3: The Management of Learning: (c) The school leader consistently and effectively develops collaborative ways to obtain and equitably allocate and conserve resources to support teaching and learning.</p> <p>Standard 5: Integrity, Fairness, and Ethics in Learning: (c) The school leader consistently and effectively creates and supports</p>



	<p>rules and routines that respect and protect the rights of all teachers, students and parents; and actively supports the rights and dignity of all.</p> <p>Standard 6: The Context of Learning: (b) The school leader consistently and effectively: ● identifies external forces that may challenge or support the district vision, instructional programs or school achievement; ● honestly communicates the information to the staff and diverse community groups in a readily accessible and timely way; ● deals with these forces in ways that enhance desirable outcomes for student learning.</p>
<p>Key Element C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school and district are supported by the best research available and are aligned to school and district plans.</p>	<p>Standard 1: The Vision of Learning: (c) The school leader consistently and effectively links most instructional plans and/or strategies to the vision of the school and uses student assessment data to inform teaching and learning decisions.</p> <p>Standard 2: The Culture of Teaching and Learning: (d) The school leader consistently and effectively: ● has developed a structured, collective instructional planning process that uses student achievement data to coordinate specific instructional initiatives toward overall goals of student achievement; ● establishes structures for evaluation of student performance that are based on multiple sources of data including student self-evaluation and reflection.</p> <p>Standard 3: The Management of Learning: (b) The school leader consistently and effectively studies and applies school data and combines it with educational research to facilitate the development of school procedures with all stakeholders that effectively supports teaching and learning.</p>
<p>Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).</p>	<p>Standard 5: Integrity, Fairness, and Ethics in Learning: (d) The school leader • Identifies errors and weaknesses by citing evidence from practice as well as accepting it from others • Makes</p>

	<p>errors/weaknesses public along with evidence and progress toward improvement • Learns from mistakes and invites system-wide learning resulting from personal and organizational failures</p> <p>Standard 6: The Context of Learning: (b) To an exceptionally effective degree the school leader: • identifies external forces that may challenge or support the district vision, instructional programs or school achievement, • honestly communicates the information to the staff and diverse community groups in a readily accessible and timely way • deals with these forces in ways that enhance desirable outcomes for student learning.</p> <p>Standard 6: The Context of Learning: (c) To an exceptionally effective degree the school leader is knowledgeable about the policies, laws, and regulations that govern the school and district and uses this knowledge to collaborate with parents, students, and community partners to bring about significant, positive change in teaching and learning.</p>
<p>Key Element E. Support the learning of all students by appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.</p>	<p>Standard 3: The Management of Learning: (a) The school leader clearly and consistently demonstrates knowledge and use of learning, teaching, assess and student development to inform management decisions to support teaching and learning. The school leader uses data from a variety of sources when making decisions. ● Administrator works collaboratively with staff to create and manage a plan to attract, support, and develop professional staff focused on the needs of the School Action Plan.</p> <p>Standard 3: The Management of Learning: (c) The school leader consistently and effectively develops collaborative ways to obtain and equitably allocate and conserve resources to support teaching and learning.</p>

	<p>Standard 4: Relationships with the Broader Community to Foster Learning: (c) The school leader consistently and effectively fosters relationships between and among a variety of community groups (e.g., youth and family service agencies, cultural groups) and school programs to improve teaching and learning.</p> <p>Standard 6: The Context of Learning: (d) The school leader consistently and effectively has established communication with community partners and other decision makers outside the school concerning the efforts of teachers and students and how these decision makers can effectively influence and support instruction and student performance.</p>
Key Element F. Ensure the expectation that students, staff, and the school and district operate within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.	Standard 6: The Context of Learning: (c) The school leader is consistently knowledgeable about and accepts the policies, laws, and regulations that govern the school and district and uses this knowledge effectively to bring about significant, positive change in teaching/ learning.
<b><i>Standard 6 - Ethics and Professionalism</i></b>	<b><i>Standard 5 - Integrity, Fairness, and Ethics in Learning</i></b> <b><i>Standard 6 - The Context of Learning</i></b>
Key Element A. Lead with integrity	<p>Standard 5: Integrity, Fairness, and Ethics in Learning: (a) The school leader consistently and effectively holds him/herself and others to high standards of ethical behavior and confronts with evidence those who fail to meet this expectation.</p> <p>Standard 5: Integrity, Fairness, and Ethics in Learning: (d) The school leader consistently and effectively: ● acknowledges errors or weaknesses when confronted with evidence; ● accepts advice/feedback; ● learns from mistakes.</p>
Key Element B. Establish a culture in which ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.	Standard 5: Integrity, Fairness, and Ethics in Learning: (a) The school leader consistently and effectively holds him/herself and others to high standards of ethical behavior and confronts with evidence those who fail to meet this expectation.

	Standard 5: Integrity, Fairness, and Ethics in Learning: (c) The school leader consistently and effectively creates and supports rules and routines that respect and protect the rights of all teachers, students and parents; and actively supports the rights and dignity of all.
Key Element C. Contribute to district and state initiatives.	<b><i>No Alignment</i></b>
Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.	Standard 6: The Context of Learning: (c) The school leader is consistently knowledgeable about and accepts the policies, laws, and regulations that govern the school and district and uses this knowledge effectively to bring about significant, positive change in teaching/ learning.
<b><i>Standard 7 - Communication and Community Engagement</i></b>	<b><i>Standard 2 – The Culture of Teaching and Learning</i></b> <b><i>Standard 4 – Relationships with the Broader Community to Foster Learning</i></b> <b><i>Standard 6 – The Context of Learning</i></b>
Key Element A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization’s vision and mission.	<p>Standard 6: The Context of Learning: (b) To an exceptionally effective degree the school leader: • identifies external forces that may challenge or support the district vision, instructional programs or school achievement, • honestly communicates the information to the staff and diverse community groups in a readily accessible and timely way • deals with these forces in ways that enhance desirable outcomes for student learning.</p> <p>Standard 6: The Context of Learning: (d) There is a clear, consistent and convincing evidence that the school leader has established an honest and ongoing dialogue in collaboration with community partners and other decision makers outside the school concerning the efforts of teachers and students and how these decision makers can effectively influence and support instruction and student performance.</p>
Key Element B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school and district goals.	Standard 4: Relationships with the Broader Community to Foster Learning: (b) The school leader consistently and effectively establishes solid, ongoing partnership with parents, community

	<p>groups and organizations that strengthen school programs and support the success of the teaching and learning process.</p> <p>Standard 4: Relationships with the Broader Community to Foster Learning: (c) The school leader consistently and effectively fosters relationships between and among a variety of community groups (e.g., youth and family service agencies, cultural groups) and school programs to improve teaching and learning.</p> <p>Standard 6: The Context of Learning: (d) The school leader consistently and effectively has established communication with community partners and other decision makers outside the school concerning the efforts of teachers and students and how these decision makers can effectively influence and support instruction and student performance.</p>
Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.	<p>Standard 6: The Context of Learning: (b) The school leader consistently and effectively: ● identifies external forces that may challenge or support the district vision, instructional programs or school achievement; ● honestly communicates the information to the staff and diverse community groups in a readily accessible and timely way; ● deals with these forces in ways that enhance desirable outcomes for student learning.</p>
Key Element D. Are easily approached, available, and inviting to students, staff, and community.	<b><i>No Alignment</i></b>
Key Element E. Are intentional about considering improvement ideas from outside the school system.	<p>Standard 2: The Culture of Teaching and Learning: (b) The school leader permits diverse viewpoints while focusing on the evaluation of the school's mission.</p> <p>Standard 6: The Context of Learning: (d) The school leader consistently and effectively has established communication with community partners and other decision makers outside the school concerning the efforts of teachers and students and how these</p>

	decision makers can effectively influence and support instruction and student performance.
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